

Index

ROEPER REVIEW, Volume 15, nos. 1-4, July 1992-June 1993

FOUNDATIONS OF EDUCATION

Educational Theory

- Abelman, R. *Television and Gifted Children: What the Research Says.* 15(2), pp. 80-84.
Berninger, V., & Yates, C. *Formal Operational Thought in the Gifted: A Post-Piagetian Perspective.* 15(4), pp. 220-224.
Ford, D., & Harris, J. *Educational Reform and the Focus on Gifted African-American Students.* 15(4), pp. 200-204.
Kearney, K., & LeBlanc, J. *Forgotten Pioneers in the Study of Gifted African-Americans.* 15(4), pp. 192-199.
Roepel, A. *Global Awareness and the Young Gifted Child.* 15(1), pp. 51-52.*Self-Actualization and Interdependence.* 15(4), pp. 246-247.

ADMINISTRATION

Organization and Governance

- Swassing, H., & Holcomb, P. *Ohio in Brief: The Commission on the Future of Gifted Education.* 15(1), pp. 41-42.
Purcell, J. *Programs for the Gifted in a State Without a Mandate: An Endangered Species.* 15(2), pp. 93-95.

Advocacy

- Riley, T., & Karnes, F. *Joining Together with Other Associations.* 15(4), pp. 250-251.

CURRICULUM AND INSTRUCTION

SUBJECT MATTER

Foreign language

- Garfinkel, A., Allen, L., & Pritchett, S. *Foreign Language for the Gifted: Extending Affective Dimensions.* 15(4), pp. 235-238.

Language, literature

- Lamb, P., & Feldhusen, J. *Recognizing and Adapting Instruction for Early Readers.* 15(2), pp. 108-109.
Schunk, D., & Swartz, C. *Writing Strategy Instruction with Gifted Students: Effects of Goals and Feedback on Self-Efficacy and Skills.* 15(4), pp. 225-230.

Problems solving, critical thinking

- Swanson, H. *The Relationships Between Metacognition and Problem Solving in Gifted Children.* 15(1), pp. 43-48.
Hunter, P. *Teaching Critical Television Viewing: An Approach for Gifted Learners.* 15(2), pp. 84-89.

CURRICULUM AND INSTRUCTION

PROGRAMS

- Dorsel, T., & Wages, C. *Gifted Residential Education: Outcomes are Largely Favorable But Some are Cautious* 15(4), pp. 239-242.
Robb, J. *Young Inventors Ask What if?* 15(4), pp. 243-245.
Silky, W., & Readling, J. *REDSIL: A Fourth Generation Evaluation Model for Gifted Education Programs.* 15(2), pp. 67-69.

COUNSELING AND GUIDANCE-GENERAL

Principles and Theories

- Baum, S. *Implications for Gifted Education.* 15(4), pp. 218.
Delisle, J. *Half Empty or Half Full?* 15(4), pp. 219.
Weil, D. *Towards a Multicultural Literacy: Advancing an Education for Liberation.* 15(4), pp. 211-217.
Exceptionally Gifted
Carlton, S. *Fitting a Square Peg into a Round Hole.* 15(1), pp. 4-7.

- Dahlberg, W. *Brilliance: The Childhood Dilemma of Unusual Intellect.* 15(1), pp. 7-10.

- Kunkel, M., Chapa, B., Patterson, G., and Walling, D. *The Experience of Giftedness: "Eight Great Gripes" Six Years Later.* 15(1), pp. 10-14.

- Lewis, R., Kitano, M., and Lynch, E. *Psychological Intensities in Gifted Adults.* 15(1), pp. 25-31.

- Lovecky, D. *Exploring Social and Emotional Aspects of Giftedness in Children.* 15(1), pp. 18-15.

- Stocking, V., and Goldstein, D. *Course Selection and Performance of Very High Ability Students: Is There a Gender Gap?* 15(1), pp. 48-51.

- Tolan, S. *Parents vs. Theorists: Dealing with the Exceptionally Gifted.* 15(1), pp. 14-18.

Learning Disabled

- Bireley, M., Languis, M., & Williamson, T. *Psychological Uniqueness: A New Perspective on the Learning Disabled Child.* 15(2), pp. 101-107.

Parenting

- Mathews, F., & Burns, J. *A parent Evaluation of a Public Preschool Gifted Program.* 15(2), pp. 69-72.

- Meckstroth, E. *Paradigm Shifts into Giftedness.* 15(2), pp. 91-92.

LONGITUDINAL STUDIES

- Arnold, K. *Undergraduate Aspirations and Career Outcomes of Academically Talented Women: A Discriminant Analysis.* 15(3), pp. 169-175.

- Cahan, S., & Gejam, A. *Constancy of IQ Scores Among Gifted Children.* 15(3), pp. 140-143.

- Garrison, L. *Professionals of the Future: Will They be Female? Will They be Ethnically Diverse?* 15(3), pp. 161-164.

- Hollinger, C., & Fleming, E. *Project CHOICE: The Emerging Roles and Careers of Gifted Women.* 15(3), pp. 156-160.

- Milgram, R., & Hong, E. *Creative Thinking and Creative Performance in Adolescents as Predictors of Creative Attainments in Adults: A Follow-up Study After 18 Years.* 15(3), pp. 135-139.

- Moon, S., & Feldhusen, J. *Accomplishments and Future Plans of High School Seniors Who Participated in an Elementary Enrichment Program.* 15(3), pp. 176-178.

- Noble, K., Robinson, N., & Gunderson, S. *All Rivers Lead to the Sea: A Follow-up Study of Gifted Young Adults.* 15(3), pp. 124-130.

- Perleth, C., Wierwald, W., Heller, K. *Selected Results of the Munich Longitudinal Study of Giftedness: The Multidimensional/Typological Giftedness Model.* 15(3), pp. 149-155.

- Perrone, P., & Dow, E. *First and Second Year College Experiences of Wisconsin's Academically Talented 1988 High School Graduates.* 15(3), pp. 144-148.

- Pryty, M. *The Fulfillment of Promise Revisited: Analysis of Factors Predicting Success in the Terman Study.* 15(3), pp. 178-179.

- Torrance, E. *The Beyonders in a Thirty Year Longitudinal Study of Creative Achievement.* 15(3), pp. 131-135.

- Subotnik, R., & Arnold, K. *Time for a Change.* 15(3), pp. 118-120.

- Subotnik, R., & Steiner, C. *Adult Manifestations of Adolescent Talented in Science: A Longitudinal Study of 1983 Westinghouse Science Talent.* 15(3), pp. 164-168.

RESEARCH

- Risemberg, R., & Zimmerman, B. *Self-regulated Learning in Gifted Students.* 15(2), pp. 98-101.
Yung, F., & Miller, S. *AIDS and Students Who are Gifted: Knowledge, Attitudes and Beliefs.* 15(4), pp. 231-234.

Recent Doctoral Dissertation Research on the Gifted

- Geffen, L. 15(1-4), pp. 38-40, 96-97, 181-182, 248-249.

Identification

- Wright, L., & Borland, J. *Using Early Childhood Developmental Portfolios in the Identification and Education of Young, Economically Disadvantaged, Potentially Gifted Students.* 15(4), pp. 205-210.

Testing

- Robinson, N. *Stanford-Binet IV, Of Course! Time Marches on!* 15(1), pp. 32-33.

- Silverman, L., & Kearney, K. *The Case for the Stanford-Binet L-M As a Supplemental Test.* 15(1), pp. 34-37.

- Mills, C., Ablard, K., & Brody, L. *The Raven's Progressive Matrices: Its Usefulness for Identifying Gifted/Talented Students.* 15(3), pp. 183-186.

ASSESSMENT/EVALUATION

- Boyd, L. *The Needs Assessment-Who Needs It?* 15(2), pp. 64-67.

- Hadaway, N., Marek-Schroeder, M. *Multidimensional Assessment of the Gifted Minority Student.* 15(2), pp. 73-77.

- Karnes, F., & Bean, S. *The Process Skills Rating Scales: Assessment Instruments for Teachers, Parents, and Students.* 15(2), pp. 78-79.

BOOK REVIEWS

- Carlson, C., and Awkerman, G.(eds). (1991) *Educational Planning: Concepts, Strategies, and Practices.* New York: Longman Publishing Group. Reviewed by Susan Daniels McGhee.

- Dunn, R., Dunn, K., and Treffinger, D. (1992) *Bringing Out the Giftedness in Your Child: Nurturing Every Child's Unique Strengths, Talents, and Potential.* John Wiley & Sons. Reviewed by Stephanie S. Tolan. 15(4), p. 255-256.

- Freeman, J. *Gifted Children Growing Up.* (1991) London: Cassell Education Limited. Reviewed by Tracy Cross.

- Golant, S. (19XX) *The Joys and Challenges of Raising a Gifted Child.* space for publisher. Reviewed by Bonnie Cramond, 15(4), p. 252.

- Piutto, J. (1991) *Understanding Those Who Create.* Dayton: Ohio University Press. Reviewed by Joan Smutny. 15(2), pp. 110-111.

- Rubin, T. I. (1990) *Child Potential: Fulfilling Your Child's Intellectual, Emotional, and Creative Promise.* Continuum Press. Reviewed by Stephanie S. Tolan 15(4), p. 253.

- Sarason, S. (1990) *The Challenge of Art to Psychology.* New Haven, CT: Yale University Press. Reviewed by Enid Zimmerman. 15(1), p. 55.

- Shore, M., Brice, P., and Love, B. (1992) *When Your Child Needs Testing: What Parents, Teachers, and Other Helpers Need to Know about Psychological Testing.* New York: Crossroad Publishing Co. Reviewed by Deirdre V. Lovecky. 15(4), p. 254.

- West, T. (1991) *In the Mind's Eye: Visual Thinkers, Gifted People with Learning Disabilities, Computer Images, and the Ironies of Creativity.* New York: Prometheus Books. 15(1), p. 54.